

Action Learning Set (ALS) Case Study Template

The template is intentionally broad in order to try and cover most of the learner activity situations. Practitioners are asked to complete all sections where possible, although can add additional headings if required, as a comprehensive narrative about the instance of practice. The completed case study is likely to be around 2 – 4 pages of A4 in length.

| | Description |
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| Case study title | Blended Learning in Events Organisation |
| Background | This project builds upon successful work undertaken during 2010-2011 using Forth Valley College's VLE (Moodle) with various groups of learners in the department of Business, using online submission of assessments; the use of asynchronous online discussion fora; and self-assessment "Hot Potatoes" quizzes to support learning. |
| Area of the curriculum | The project initially focused on the mandatory Event Organisation unit (F5A3 11) in the NCGA Administration SCQF level 5 and will be rolled out to other units in due course. |
| Current practice | Prior to the project most of the learner work on the Event Organisation unit is carried out on paper. |
| Intended outcome(s) | <p>The intended outcomes of this project are that learners will use the college's VLE (Moodle) and it's accompanying e-portfolio, (Mahara), to carry out all of their assessment work for the Event Organisation unit, using multimedia and collaborative tools where appropriate, thus enhancing their digital literacy skills at the same time.</p> <p>Action plans will be created electronically and uploaded into a shared workspace. Evidence of individual candidate's contribution can be via audio or video files.</p> <p>Group discussions can be held online as well as face to face and the latter, along with other activities evidencing team roles and contributions, will be audio and/or video recorded to support self and peer, as well as lecturer, assessment. Individual evaluations will be carried out using written, audio or video blogs within Mahara.</p> |
| Integration of Essential Skills <i>Enterprise, employability, sustainable development, citizenship</i> | The approach will enhance learners IT skills and will expose learners to a wide range of electronic and multimedia tools. It will encourage them to take greater ownership of their own learning and its outputs, developing their independence as learners. |

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| <p>Progressive development of the 4 capacities of CfE</p> | <p>Successful Learners: The activities proposed will enhance learners' learning skills, by promoting independence as well as collaboration.</p> <p>Confident Individuals: Involvement in planning how evidence will be gathered and displayed, as well as what the evidence will be, will build learner confidence.</p> <p>Responsible Citizens: Learners will develop greater responsibility to themselves and to their peers, through collaborative working and joint ownership of the electronic and multimedia evidence they are gathering.</p> <p>Effective Contributors: This mutual responsibility will also help to develop a greater appreciation of the value of each individual's contribution to the work of their groups.</p> |
| <p>ICT resources and tools <i>Learning resources, eAssessments, Web 2.0 tools etc.</i></p> | <p>The project used the college's existing VLE and e-portfolio tools, Moodle and Mahara.</p> <p>"Flip" video cameras with compatible software and microphone recording equipment were also used by the learners in gathering and presenting their evidence.</p> |
| <p>Enhancing factors / benefits of including ICT</p> | <p>The central role of ICT in this project will enhance learners' organisational skills and promote further development of digital literacy skills.</p> |
| <p>Key points for effective practice</p> | <p>Learners were more engaged as a result of using the digital equipment provided, allowing them to adopt a more creative working approach.</p> <p>Having visual evidence allowed the learners to have a more honest and detailed account of their project allowing for better reflection at the end of the unit.</p> <p>In addition, learners were able to organise themselves more effectively as they were sharing resources electronically and collaborating within Mahara. This avoided problems occurring when group members were absent and, as Mahara could be accessed from learners own devices, their independence and flexibility were developed.</p> <p>The use of electronic equipment allowed the learners to develop their digital literacy skills, and they worked together as a team to plan their own learning and the resources they co-created can be used with future groups.</p> |
| <p>Signposting of resources</p> | <p>A Moodle course will be available from a shared repository and an example of the group's portfolio page for reference.</p> <p>http://moodle.forthvalley.ac.uk/course/view.php?id=4675</p> <p>This Moodle course will be backed up with no user data</p> |

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| | and can be sent in zip format. |
| Conclusions and recommendations | I recommend using this model when delivering this particular type of unit as it encourages creativity and independence. Reluctant learners are more engaged as there is a more holistic approach to gathering evidence for the learning outcomes. |
| Additional information | Event Organisation should, ideally, be taught during the first block of the academic session as it builds upon the learners induction by facilitating team work, whilst allowing learners to develop core and essential skills in a non threatening environment. |
| Author(s) and date | Fiona Clelland (Business lecturer) during session 2011-2012 |